



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

700 N Superstition Blvd, Chandler, AZ 85225

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Excelling  
2004-05 Excelling  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Nel Capadona  
Schedule : 07:30 AM to 04:30 PM  
Grades : K-6  
Web Address : ww2.chandler.k12.az.us/sanborn-elementary/  
Phone Number : (480) 812-7300  
Fax Number : (480) 812-7320  
E-mail : capadona.nel@chandler.k12.az.us

### Mission

Each child is unique, loveable and capable of success. Our mission is to create a community of learners where each child develops a sense of self-worth, respects others, acquires essential life skills and celebrates learning as a lifelong endeavor.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Staff will pursue avenues to enhance opportunities for all children, and students will demonstrate progress in academic areas as measured by national, state and district assessments.
- ü A minimum of 20% of the students who have been in the English Learner Program four years or more will be exited from the program on an annual basis.

### Enrollment

October 1, 2005 School Year Student Enrollment : 838  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 94

## Instructional Programs

- ü Computer Education K-6
- ü General Music K-6
- ü Strings/Band/Choir 5-6
- ü Physical Education K-6
- ü Library Skills K-6

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/24/2005
Last Day of School :	5/30/2006

## Shared Responsibilities

### School

Sanborn prides itself in a strong partnership between home and school. Parents feel welcome and respected at Sanborn. A safe environment, quality instruction, high academic and behavioral expectations, and effective communication are also priorities.

### Parents

We believe that parents are the child's most important teachers and hold the key to school success. Ensuring regular, on-time attendance, providing a quiet study place, monitoring homework and attending conferences are other ways parents can assist.

## Transportation Policy

Sanborn's attendance area covers one and one-half square miles. Approximately 202 of our 853 students are transported by the district. This includes 103 students who live beyond one mile, 62 students who live in an apartment complex near a busy intersection, and 37 students assigned to Sanborn's gifted program who live outside of our boundaries.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National Blue Ribbon School of Distinction Award	2002
ü Winner of District Battle of the Books Competition	2003
ü Clean Schools Award - 1997-2005	2005
ü Sanborn represented at Hershey, PA national track meet	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2484	80010	99	97	99	489	465	447	NA	5	10	10	11	18	40	53	53	50	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1199	38935	100	97	99	487	466	447	NA	4	9	11	12	19	44	54	55	44	30	17
Male	64	1281	40974	98	96	98	491	465	448	NA	6	11	8	11	18	36	52	52	56	31	19
African American	12	138	4201	92	97	99	456	443	430	NA	4	17	33	26	23	42	56	51	25	14	9
Hispanic	24	767	34545	100	96	99	465	441	432	NA	12	14	13	20	24	58	54	53	29	14	9
Asian/Pacific Islander	11	149	2068	100	99	99	495	486	474	NA	NA	4	9	5	10	27	47	50	64	48	36
American Indian/Alaskan Native	NC	33	3979	NC	97	96	NC	452	424	NC	3	17	NC	18	30	NC	64	47	NC	15	6
White	76	1395	35142	100	97	99	503	479	465	NA	2	5	4	6	11	36	52	56	61	40	28
Students with Disabilities	14	312	10161	100	89	93	462	436	419	NA	15	28	21	24	28	50	47	36	29	14	8
Students without Disabilities	111	2172	69849	99	98	100	493	469	451	NA	4	7	8	10	17	39	54	56	53	33	19
Limited English Proficient Students	NC	205	14013	NC	94	97	NC	413	413	NC	26	24	NC	30	34	NC	39	39	NC	5	3
Migrant Students	--	10	603	--	83	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	26	727	39029	100	94	98	449	439	432	NA	12	14	31	23	25	54	52	52	15	14	9
Non-Economically Disadvantaged	99	1757	40981	99	98	100	500	476	462	NA	2	6	4	7	13	36	53	54	60	38	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2477	79438	99	97	98	485	467	451	1	5	9	13	17	24	59	61	56	27	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1201	38775	100	97	99	487	475	457	NA	3	7	13	14	22	57	61	58	30	21	13
Male	64	1272	40560	98	96	97	483	460	446	2	7	12	13	19	25	61	60	54	25	13	9
African American	12	137	4178	92	96	98	456	452	439	NA	8	13	50	26	29	25	55	52	25	11	6
Hispanic	24	763	34297	100	95	98	465	440	434	NA	12	14	29	30	31	58	51	50	13	6	5
Asian/Pacific Islander	11	150	2063	100	99	99	488	484	475	NA	NA	3	18	12	15	64	67	63	18	21	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	457	429	NC	3	14	NC	21	36	NC	74	47	NC	3	3
White	76	1391	34887	100	97	98	496	482	471	1	2	4	NA	9	15	64	66	63	34	23	18
Students with Disabilities	14	303	9588	100	86	88	445	431	416	NA	18	30	43	32	32	50	45	34	7	5	5
Students without Disabilities	111	2174	69850	99	98	100	490	472	456	1	3	7	9	15	23	60	63	59	30	19	12
Limited English Proficient Students	NC	204	13856	NC	94	96	NC	404	407	NC	31	27	NC	43	43	NC	25	29	NC	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	26	727	38685	100	94	97	442	437	435	NA	12	14	46	32	32	46	50	50	8	5	5
Non-Economically Disadvantaged	99	1750	40753	99	98	99	496	480	467	1	2	5	4	11	16	63	65	62	32	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2518	79971	99	98	99	464	444	423	1	4	8	17	27	41	78	65	49	5	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1214	38974	100	98	99	467	457	437	2	3	5	11	20	33	84	72	57	3	6	4
Male	64	1300	40895	98	98	98	462	432	410	NA	5	10	22	34	47	72	58	41	6	3	2
African American	12	140	4203	92	99	99	451	436	411	NA	5	11	25	31	45	75	62	43	NA	1	2
Hispanic	24	776	34481	100	97	99	449	424	410	NA	7	10	33	36	46	63	55	43	4	2	1
Asian/Pacific Islander	11	150	2067	100	99	99	464	471	449	9	1	4	9	18	28	73	71	60	9	10	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	431	409	NC	6	10	NC	34	47	NC	60	42	NC	NA	1
White	76	1415	35150	100	99	99	472	453	437	NA	2	5	11	22	35	84	70	56	5	5	5
Students with Disabilities	14	339	10258	100	96	94	432	406	377	NA	12	23	64	47	51	36	40	25	NA	1	1
Students without Disabilities	111	2179	69713	99	98	100	469	450	429	1	3	5	11	24	39	83	69	52	5	5	3
Limited English Proficient Students	NC	206	13985	NC	94	97	NC	383	382	NC	19	18	NC	45	54	NC	35	27	NC	1	0
Migrant Students	--	10	608	--	83	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	26	738	38994	100	95	98	437	420	409	4	8	10	38	39	47	58	51	41	NA	2	1
Non-Economically Disadvantaged	99	1780	40977	99	100	100	472	454	437	NA	3	5	11	22	34	83	71	56	6	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	2509	80147	99	98	99	524	508	482	1	5	11	6	10	17	43	45	49	50	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1186	39281	98	98	99	524	509	483	NA	4	9	3	9	17	43	44	50	53	43	24
Male	81	1320	40780	100	97	98	525	506	482	2	6	12	7	10	17	43	46	48	47	38	24
African American	NC	129	4249	NC	94	99	NC	480	464	NC	9	17	NC	16	22	NC	54	48	NC	21	13
Hispanic	31	756	33494	100	98	99	503	482	466	3	10	15	16	19	23	42	48	49	39	23	14
Asian/Pacific Islander	10	148	2103	100	100	99	NA	538	515	NA	1	4	NA	2	8	NA	33	44	NA	64	45
American Indian/Alaskan Native	NC	23	4117	NC	96	96	NC	471	456	NC	17	19	NC	13	27	NC	52	46	NC	17	8
White	91	1453	36122	99	97	99	531	521	501	NA	2	5	2	5	10	44	44	50	54	50	35
Students with Disabilities	19	335	10295	100	89	92	479	469	443	11	17	33	26	22	26	53	45	33	11	16	8
Students without Disabilities	120	2174	69852	99	99	100	531	513	488	NA	3	7	3	8	16	42	45	51	56	45	26
Limited English Proficient Students	NC	201	12722	NC	98	97	NC	442	441	NC	26	27	NC	32	33	NC	38	37	NC	3	3
Migrant Students	NC	15	622	NC	100	97	NC	439	454	NC	33	19	NC	33	30	NC	20	43	NC	13	8
Economically Disadvantaged	27	689	38371	100	96	97	492	475	465	4	11	15	11	20	23	67	52	49	19	17	13
Non-Economically Disadvantaged	112	1820	41776	99	98	100	532	520	498	1	2	6	4	5	11	38	42	49	57	50	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	2503	79686	99	97	98	497	486	470	4	7	11	13	16	24	65	64	57	18	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1183	39163	98	98	99	510	492	475	NA	5	9	12	14	22	64	66	60	24	15	10
Male	81	1317	40438	100	97	97	488	480	465	7	8	13	14	18	25	65	62	54	14	11	7
African American	NC	128	4228	NC	93	98	NC	467	458	NC	7	15	NC	28	28	NC	59	53	NC	6	4
Hispanic	31	752	33299	100	98	98	473	459	452	6	16	17	29	27	32	58	52	47	6	5	3
Asian/Pacific Islander	10	148	2097	100	100	99	NA	502	490	NA	2	5	NA	6	13	NA	74	68	NA	18	14
American Indian/Alaskan Native	NC	23	4087	NC	96	96	NC	445	446	NC	9	16	NC	52	38	NC	39	44	NC	NA	2
White	91	1452	35914	99	97	98	507	500	489	4	2	5	4	10	15	68	70	67	23	18	14
Students with Disabilities	19	330	9808	100	88	87	439	447	432	32	22	35	32	30	32	37	41	30	NA	6	3
Students without Disabilities	120	2173	69878	99	99	100	506	491	475	NA	4	8	10	14	23	69	68	61	21	14	9
Limited English Proficient Students	NC	197	12594	NC	96	96	NC	415	422	NC	45	34	NC	38	45	NC	17	21	NC	NA	0
Migrant Students	NC	15	611	NC	100	95	NC	412	439	NC	47	22	NC	33	39	NC	20	37	NC	NA	2
Economically Disadvantaged	27	685	38095	100	96	97	465	452	452	11	17	17	33	31	32	52	50	48	4	2	3
Non-Economically Disadvantaged	112	1818	41591	99	98	99	505	498	486	3	3	6	8	10	16	68	70	65	21	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	2539	80372	99	99	99	499	492	475	1	2	4	17	20	30	80	74	64	2	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1200	39452	100	99	99	512	503	488	NA	2	3	8	13	22	90	80	72	2	5	3
Male	80	1336	40836	99	98	98	489	482	464	3	3	6	23	27	37	73	68	56	3	2	1
African American	NC	131	4264	NC	96	99	NC	478	465	NC	2	5	NC	27	35	NC	68	59	NC	2	1
Hispanic	31	763	33608	100	99	99	491	471	462	3	4	6	13	31	36	81	63	57	3	1	1
Asian/Pacific Islander	10	148	2098	100	100	99	NA	513	500	NA	NA	2	NA	10	16	NA	84	75	NA	6	7
American Indian/Alaskan Native	NC	23	4128	NC	96	97	NC	468	464	NC	4	4	NC	35	39	NC	61	56	NC	NA	1
White	91	1474	36213	99	99	99	502	502	489	1	1	2	16	14	22	80	80	72	2	5	3
Students with Disabilities	18	357	10526	95	95	94	451	455	427	6	5	15	44	50	53	50	45	31	NA	1	1
Students without Disabilities	121	2182	69846	100	99	100	506	497	482	1	2	3	12	15	26	84	79	69	2	4	2
Limited English Proficient Students	NC	203	12747	NC	99	97	NC	430	432	NC	12	12	NC	54	52	NC	34	36	NC	NA	0
Migrant Students	NC	15	621	NC	100	97	NC	419	452	NC	13	9	NC	53	40	NC	33	51	NC	NA	0
Economically Disadvantaged	27	696	38521	100	97	98	477	465	461	4	4	6	30	38	38	63	57	55	4	1	1
Non-Economically Disadvantaged	112	1843	41851	99	100	100	504	502	489	1	1	3	13	14	22	84	80	72	2	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	2492	79306	98	98	99	545	526	504	4	6	13	4	11	20	49	52	49	42	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1246	38845	96	97	99	546	527	505	3	6	11	3	10	20	52	53	50	42	31	18
Male	78	1243	40383	100	98	98	543	525	504	5	7	14	5	12	19	47	51	47	42	30	19
African American	NC	168	4171	NC	98	98	NC	511	485	NC	12	20	NC	18	26	NC	51	44	NC	20	10
Hispanic	34	722	32673	92	98	99	517	502	487	12	11	18	18	20	25	41	53	46	29	15	10
Asian/Pacific Islander	10	172	2147	100	100	99	NA	553	539	NA	2	5	NA	3	10	NA	45	46	NA	49	40
American Indian/Alaskan Native	NC	29	4034	NC	91	97	NC	503	479	NC	10	22	NC	24	29	NC	45	43	NC	21	7
White	92	1400	36234	100	97	99	553	537	523	1	3	6	NA	6	13	53	53	52	46	38	28
Students with Disabilities	15	352	10286	100	88	91	479	476	462	33	27	41	20	28	27	47	38	27	NA	8	5
Students without Disabilities	129	2140	69020	98	99	100	552	533	510	1	3	9	2	8	18	50	54	52	47	34	21
Limited English Proficient Students	NC	179	10291	NC	97	96	NC	467	458	NC	28	38	NC	34	34	NC	36	26	NC	2	2
Migrant Students	NC	12	630	NC	100	95	NC	509	478	NC	8	24	NC	17	27	NC	75	43	NC	NA	6
Economically Disadvantaged	36	673	37437	97	97	97	522	499	486	8	12	19	17	22	26	44	53	46	31	13	9
Non-Economically Disadvantaged	108	1819	41869	98	98	100	552	536	521	3	4	7	NA	7	14	51	52	51	46	37	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	2499	79000	98	98	98	522	504	489	1	6	10	6	16	24	74	65	58	19	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1252	38774	96	98	99	528	510	494	NA	4	7	5	13	22	73	68	61	23	15	10
Male	78	1244	40150	100	98	98	517	498	485	3	7	12	8	19	25	74	62	55	15	12	8
African American	NC	170	4153	NC	99	98	NC	495	476	NC	6	13	NC	19	30	NC	67	53	NC	8	4
Hispanic	34	719	32508	92	98	98	501	481	472	6	10	15	21	29	33	65	55	49	9	6	3
Asian/Pacific Islander	10	172	2142	100	100	99	NA	517	510	NA	3	4	NA	9	14	NA	72	67	NA	16	16
American Indian/Alaskan Native	NC	30	4016	NC	94	96	NC	489	467	NC	10	14	NC	30	37	NC	53	46	NC	7	2
White	92	1407	36135	100	98	98	529	516	508	NA	3	4	2	10	14	76	69	67	22	17	15
Students with Disabilities	15	358	9991	100	90	88	471	458	449	13	23	33	33	40	36	53	34	29	NA	3	2
Students without Disabilities	129	2141	69009	98	99	100	528	511	495	NA	3	6	3	13	22	76	70	62	21	15	10
Limited English Proficient Students	NC	175	10199	NC	95	95	NC	441	439	NC	31	35	NC	46	47	NC	23	18	NC	1	0
Migrant Students	NC	12	629	NC	100	95	NC	477	457	NC	NA	22	NC	25	41	NC	75	37	NC	NA	1
Economically Disadvantaged	36	672	37234	97	97	97	507	479	472	3	11	15	22	30	33	56	53	50	19	6	3
Non-Economically Disadvantaged	108	1827	41766	98	98	99	527	513	505	1	3	5	1	11	16	80	69	65	19	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	2528	79611	98	99	99	531	514	496	1	4	7	15	24	37	84	71	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1263	39016	97	99	99	537	526	511	NA	3	4	10	17	29	90	79	66	NA	1	1
Male	77	1262	40519	99	99	98	526	503	482	1	5	10	19	31	44	79	63	46	NA	0	0
African American	NC	171	4188	NC	99	98	NC	514	486	NC	4	9	NC	20	40	NC	76	50	NC	NA	0
Hispanic	34	726	32855	92	99	99	515	491	481	NA	7	10	35	37	43	65	55	47	NA	1	0
Asian/Pacific Islander	10	172	2149	100	100	100	NA	526	519	NA	5	4	NA	15	24	NA	78	70	NA	2	2
American Indian/Alaskan Native	NC	32	3992	NC	100	96	NC	495	478	NC	6	10	NC	44	46	NC	50	44	NC	NA	0
White	92	1426	36380	100	99	99	535	525	511	1	2	4	9	19	30	90	78	65	NA	1	1
Students with Disabilities	15	387	10664	100	97	94	473	461	440	7	14	23	73	53	54	20	32	22	NA	1	1
Students without Disabilities	129	2141	68947	98	99	100	538	523	504	NA	2	4	9	19	34	91	78	61	NA	1	1
Limited English Proficient Students	NC	175	10362	NC	95	97	NC	437	438	NC	21	22	NC	57	57	NC	22	21	NC	1	NA
Migrant Students	NC	12	636	NC	100	96	NC	487	467	NC	NA	14	NC	58	47	NC	42	38	NC	NA	0
Economically Disadvantaged	37	679	37626	100	98	98	511	489	479	3	8	10	32	39	45	65	53	45	NA	1	0
Non-Economically Disadvantaged	107	1849	41985	97	100	100	538	523	511	NA	3	4	9	19	30	91	78	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	2387	79327	98	98	98	573	543	518	3	11	19	4	12	20	48	49	46	45	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1181	38961	100	98	98	577	545	520	NA	9	16	4	12	20	47	50	48	49	29	16
Male	63	1202	40295	97	97	97	569	541	516	5	12	21	5	12	19	49	49	44	41	27	16
African American	10	162	4247	100	98	98	NA	520	499	NA	13	27	NA	22	24	NA	52	41	NA	13	8
Hispanic	26	687	32327	93	98	98	553	510	499	8	22	27	4	21	25	62	45	41	27	12	8
Asian/Pacific Islander	NC	160	1939	NC	99	99	NC	578	556	NC	1	6	NC	4	10	NC	46	47	NC	49	36
American Indian/Alaskan Native	NC	27	4391	NC	96	96	NC	521	489	NC	19	32	NC	22	27	NC	33	36	NC	26	4
White	70	1351	36373	100	97	98	585	558	538	1	5	10	3	7	14	40	52	52	56	36	25
Students with Disabilities	13	316	9321	87	88	87	530	490	467	15	35	54	15	23	22	46	35	21	23	7	3
Students without Disabilities	99	2071	70006	100	99	100	578	550	524	1	7	14	3	11	19	48	51	49	47	31	18
Limited English Proficient Students	NC	185	9431	NC	97	95	NC	471	466	NC	52	53	NC	25	27	NC	19	18	NC	3	1
Migrant Students	--	10	635	--	100	94	--	NA	488	--	NA	31	--	NA	29	--	NA	36	--	NA	4
Economically Disadvantaged	21	637	37097	91	97	97	533	504	498	14	26	27	10	22	25	52	43	41	24	10	7
Non-Economically Disadvantaged	91	1750	42230	100	98	99	582	556	535	NA	5	11	3	9	15	47	52	50	49	35	24

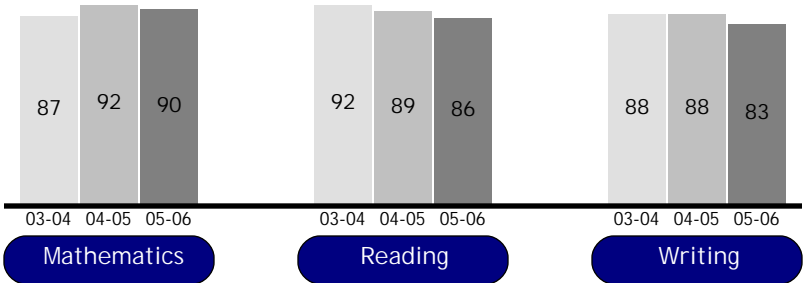
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	2389	79501	98	98	98	534	513	497	3	6	10	10	17	25	71	70	60	16	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1180	39062	100	98	99	539	518	502	2	5	8	2	14	23	80	74	64	16	8	5
Male	63	1205	40368	97	97	98	529	508	491	3	7	13	16	21	27	65	65	57	16	7	3
African American	10	162	4279	100	98	99	NA	494	485	NA	9	14	NA	28	30	NA	60	54	NA	2	2
Hispanic	26	684	32389	93	98	98	510	487	478	8	14	16	12	30	34	73	53	48	8	3	1
Asian/Pacific Islander	NC	160	1936	NC	99	99	NC	531	519	NC	1	3	NC	9	14	NC	76	73	NC	14	9
American Indian/Alaskan Native	NC	27	4401	NC	96	96	NC	497	473	NC	11	17	NC	26	40	NC	56	43	NC	7	1
White	70	1356	36446	100	98	99	546	526	516	1	2	4	6	10	15	71	78	73	21	9	7
Students with Disabilities	13	318	9411	87	88	88	493	469	453	23	24	36	31	38	36	31	35	26	15	3	1
Students without Disabilities	99	2071	70090	100	99	100	539	519	502	NA	3	7	7	14	24	77	75	65	16	8	5
Limited English Proficient Students	NC	182	9401	NC	95	94	NC	443	443	NC	43	40	NC	43	46	NC	14	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	21	634	37183	91	96	97	504	481	479	10	17	16	29	32	34	52	49	49	10	2	1
Non-Economically Disadvantaged	91	1755	42318	100	98	99	541	524	513	1	2	5	5	12	17	76	77	70	18	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	2426	80000	99	99	99	599	582	564	NA	2	3	4	5	11	67	75	75	28	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1192	39288	100	99	99	616	595	579	NA	1	2	NA	3	6	59	70	77	41	26	16
Male	64	1230	40644	98	99	98	586	569	549	NA	3	4	8	7	15	73	80	74	19	10	7
African American	10	164	4307	100	99	99	NA	577	551	NA	1	4	NA	7	13	NA	79	75	NA	14	7
Hispanic	27	694	32672	96	99	99	592	557	548	NA	4	4	11	11	14	63	76	76	26	9	6
Asian/Pacific Islander	NC	160	1945	NC	99	99	NC	605	592	NC	1	1	NC	1	4	NC	67	69	NC	31	25
American Indian/Alaskan Native	NC	27	4424	NC	96	97	NC	575	549	NC	NA	3	NC	11	14	NC	67	77	NC	22	5
White	70	1381	36602	100	100	99	603	593	579	NA	1	2	3	2	7	67	75	75	30	21	16
Students with Disabilities	14	346	9919	93	96	93	549	533	505	NA	5	9	21	20	35	71	71	54	7	4	2
Students without Disabilities	99	2080	70081	100	100	100	606	590	571	NA	1	2	2	3	7	67	76	79	31	20	12
Limited English Proficient Students	NC	189	9571	NC	99	96	NC	501	502	NC	10	10	NC	30	29	NC	60	60	NC	NA	1
Migrant Students	--	10	654	--	100	97	--	NA	534	--	NA	7	--	NA	16	--	NA	74	--	NA	3
Economically Disadvantaged	22	644	37534	96	98	98	560	552	547	NA	4	4	14	13	15	82	77	76	5	7	5
Non-Economically Disadvantaged	91	1782	42466	100	100	100	608	593	578	NA	1	2	2	3	7	64	74	75	34	22	16

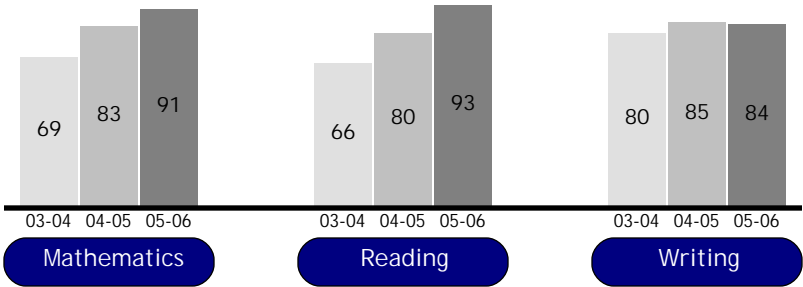
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	76	NA	58	100	63	53	47	94	65	56	46
	Language	100	71	58	50	100	60	52	47	94	65	59	48
	Mathematics	100	83	71	64	100	65	58	50	94	70	65	52
3	Reading	100	75	NA	55	99	64	54	44	99	68	58	46
	Language	100	79	66	61	99	58	52	44	99	65	56	46
	Mathematics	100	80	66	61	99	70	61	51	99	76	63	52
4	Reading	100	74	NA	56	99	66	56	48	100	65	61	52
	Language	100	67	59	52	99	63	56	49	99	68	63	52
	Mathematics	100	72	68	61	99	68	62	53	100	79	72	58
5	Reading	98	73	NA	55	100	62	57	50	99	78	65	56
	Language	98	68	56	49	100	64	58	50	99	73	63	54
	Mathematics	98	81	69	63	100	65	58	49	99	73	65	52
6	Reading	97	67	NA	56	99	67	60	51	99	78	67	56
	Language	98	62	57	48	99	63	55	47	99	70	59	50
	Mathematics	97	78	74	66	99	73	63	52	99	84	72	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Sanborn Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 8 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Proposition 301 Budget
- Ü Solicitation of Tax Credit Donations
- Ü School Safety Issues
- Ü Art Masterpiece
- Ü Curricular and Instructional Issues

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	48.00
Other Professional Staff	1.50	Teacher Aide	12.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	1	0	0
4 to 6 years	3	4	0	0
7 to 9 years	4	6	0	0
10 or more years	1	18	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	108
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab with Internet Access
- Ü Multi-Purpose Room with Stage
- Ü Library/Media Center
- Ü Outdoor Amphitheater

### Extracurricular Activities

- Ü Student Council
- Ü Safety Squad
- Ü Video News Club
- Ü Flag Team
- Ü Library Club
- Ü Chess Club
- Ü Running Club
- Ü Science Club

### Social Services

- Ü Health Services
- Ü Parenting Classes
- Ü Breakfast/Lunch Programs
- Ü CUSD Kids Express
- Ü Bus Transportation
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Sanborn has a highly successful athletic program that boasts many awards and honors. Our Running Club was the winner of the Gilbert Days Trophy and we were the Chandler City-Wide Track champs for the 13th straight year.
- ü At the 2006 CARSEF, held at ASU, Sanborn students placed 1st and 2nd in Biology, 1st and 2nd in Earth and Space, 1st in Engineering and Invention, and 2nd in Environmental Science. Two 1st place awards were also won in special categories.
- ü Sanborn has participated in numerous charitable events. Since 1996, our school has raised over \$120,000 for the American Heart Association through the Jump Rope for Heart event and since 2003 has raised \$2000 for Canine Companions for Independence.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	95	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Sanborn has a comprehensive safety and crisis prevention manual with specific procedures that we practice regularly. We also received a grant in 2003 to implement the Second Step program school-wide. This program is a research based, comprehensive violence prevention program that addresses empathy training, problem solving, self-control, and anger management. It also has components that address bullying and intimidation.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Nel Capadona	(480) 812-7300
Transportation Policy	Sterling Skousen	(480) 812-7275
Community Resources	Elisa McCall	(480) 812-7300
School Nutrition Programs	Cathy Brown	(480) 812-7240
Parent Organization	Sanborn PTO	(480) 812-7300
Student Health/Nurse	June Winkler	(480) 812-7300

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.